 **UNIVERSITY OF MAINE AT FARMINGTON**

**COLLEGE OF EDUCATION, HEALTH AND REHABILITATION**

**LESSON PLAN FORMAT**

**Teacher’s Name:** Tyler Brown **Lesson #:** 5 **Facet:** Empathy  
**Grade Level:** 9-12 **Numbers of Days:** 3   
**Topic:** Geography  
  
**PART I:**  
  
**Objectives**  
**Student will understand** that societal changes impact the physical and cultural environment.  
  
**Student will know** human migration, non-human migration, reasons for discrimination, reasons for anti-discrimination.  
  
**Student will be able to** consider how refugees impact cultural changes in the environment they migrate to  
  
**Product:** Comic Life  
  
**Maine Learning Results (MLR) or Common Core State Standards (CCSS) Alignment**  
Maine Learning Results  
Content Area: [Social Studies](https://edu221spring2013class.wikispaces.com/L3+Tyler+Brown)  
Standard: D. Geography  
Standard: D1 Geographic [[#|Knowledge]], concepts, themes, and patterns  
Grade Level Span: 9-Diploma  
Students understand the geography of the United States and various regions of the world and the effect of geographic influences on decisions about the present and future.  
  
**Rationale:** By participating in the class activities leading up to the creation of the Comic Life, then displaying what they learned through it's creation, students will be able to empathize with and understand how societal changes and human migration can impact an environment's culture.  
  
  
**Assessments**   
  
**Formative (Assessment for Learning)**  
**Section I – checking for understanding during instruction**  
The teacher will check for understanding while students participate in a quick write, three-minute-review, and a 5 W's graphic organizer.  
  
**Section II – timely feedback for products (self, peer, teacher)**  
Students will refer to a rubric for self-assessment and conduct feedback for each other on their products the day before they are due. The teacher will also be available to answer any questions throughout the Comic Life creation and will gladly review any student's work who wishes to receive feedback during in-class work time.

**Summative (Assessment of Learning):**  
**Integration**  
**Technology:** Students will use Comic Life to display how societal changes and human migration can impact an environment's culture.  
  
  
**Content Areas:** English: Through performing a quick write that shares their reaction/thoughts on the subject  
Art: By creating the Comic Life using original thoughts and expressions.  
History: By briefly discussing how this topic relates to the last decade of Maine's history.  
Music: By discussing how music (an aspect of culture) in a given environment can change as a result of human migration (and providing examples).  
Biology: At the end of the quick write, the teacher will have the students pause and ask them to think about how non-human (animal) migration might effect an environment or an environments culture. Students will then be able to perform a 2 minute quick write to answer that question.  
  
**Groupings**   
**Section I - Graphic Organizer & Cooperative Learning used during instruction**  
5W's Chart Graphic Organizer and Three-Minute-Review  
  
**Section II – Groups and Roles for Product**  
Students will work in pairs during the creation of the Product. The rubric will outline the different aspects that need to be incorporated and students will divide those responsibilities in half. Groups will be decided via lottery.  
  
**Differentiated Instruction**  
**MI Strategies**  
  
**Verbal:** Open discussion of the topic will take place during the three-minute review, which will also be followed up by a class-wide discussion/reflection hosted by the teacher.  
**Logic:** The graphic organizer (5 W's) will allow logical learners to create a sequence or pattern in the events that are being discussed and analyzed.  
**Visual:** Creation of the comic life, and the graphic organizer will both appeal to visual learner-types.  
**Musical:** Part of the lesson (following the three-minute review) will be to think about examples of how migration has impacted the culture of the music we listen to today, as well as examples of how migration has impacted music in America across a vast time-line. Students will pair up and do a turn and talk to come up with as many examples as they can. Afterward the teacher will go around the room and have students share all of their examples and write them up on the board (projector+smartboard) and have the topics posted on the class wiki or Moodle site to be able to look back on.  
**Kinesthetic:** During the last 30 minutes of the third day, the class will be split into 2,3, or 4 groups (according to class size) and perform skits that show how cultural changes might come about through human-migration.  
**Intrapersonal:** Students will work independently on the quick-write and 5 W's chart to reflect on their understanding.  
**Interpersonal:** Students will work in groups during the skit, the three minute review, and the Comic life.  
**Naturalist:** At the end of the quick write, the teacher will have the students pause and ask them to think about how non-human migration might effect an environment or an environments culture. Students will then be able to perform a 2 minute quick write to answer that question.

**Modifications/Accommodations**  
***From IEP’s ( Individual Education Plan), 504’s, ELLIDEP (English Language Learning Instructional Delivery Education Plan)*** *I will review student’s IEP, 504 or ELLIDEP and make appropriate modifications and accommodations.*  
  
**Plan for accommodating absent students:** Students will be expected to check class wiki for an overview of what was covered in class as well as what is assigned for homework. They will also be provided with my e-mail address to be able to contact me for clarification. "Learning buddies" will also be partnered at the beginning of class to provide additional information for the absent student which will serve the dual purpose of keeping the absent student up to pace as well as reinforcing (for the learning buddy) what was covered in class when they reiterate what was covered.  
  
**Extensions**  
  
**Type II technology:** Class wiki is a type two technology because it allows for easy sharing of information including links to additional forms of media that will appeal to the multiple intelligences, meaning that whoever may be absent will have multiple choices for catching up on what they missed including extra media-rich resources.   
  
**Gifted Students:** Gifted students will be paired and will create a Comic Life that relates to their own life experience and includes themselves as a character as well as somebody from another ethnic background that has made an impact on their life. The only additional criteria of the assignment is that it displays how this person affected their life.  
  
  
**Materials, Resources and Technology**  
Laptops, Wi-Fi, Journals, Pens/pencils, 5 W's graphic organizer.  
  
  
**Source for Lesson Plan and Research**  
  
<http://www.immigrationshumancost.org/text/raymond.html>  
  
This links to a copy of Mayor Laurier Raymond's letter (Mayor of Lewiston) to the Somali Community (2002)  
  
<https://www.youtube.com/watch?v=lTTaUEkzIF0>  
  
This links to a video that talks about another Mayor of Lewiston and the questionable comments he made/the community's reaction. (2012)  
  
**PART II:**  
  
**Teaching and Learning Sequence (Describe the teaching and learning process using all of the information from part I of the lesson plan)** *Take all the components and synthesize into a script of what you are doing as the teacher and what the learners are doing throughout the lesson. Need to use all the WHERETO’s. (3-5 pages)*  
  
  
Room Arrangement: Desks will be grouped into pairs so that eventually, once formative assessment has taken place, students will be sitting with their partner during creation of the Comic Life.  
  
***Day One***  
  
**​Hook:** ​ Students will be given a formal letter written by the mayor of Lewiston, Laurier Raymond, that was addressed to the growing Somalian refugee community that had migrated there over the past few years. We will then discuss as a class how they would feel about the letter had it been addressed to them, their family, and/or their community. We will discuss the impacts of addressing a specific nationality with "concerns" and relate that conversation to experiences students may have had about being "grouped" unjustly and how that made them feel. **(20 mins)**  
  
**Three-Minute Review:** (switch roles with partner and repeat) (5-10 mins)  
  
**Introduce Product:** Teacher introduces product, hands out rubric, and shows a students sample (15 mins)  
  
**Research:** Last half of class will be dedicated to students doing research about what they will be portraying in their Comic Life. Graphic organizer will be handed out and will be completed by the end of class. Students who do not finish graphic organizer within this time period will have to do it as homework and hand it in the following day so that teacher can provide feedback. (remainder of class)  
  
**Homework:** Do a quick write that answers the following prompt:  
  
"Aliens from outer space have come in contact with humans and have delivered a message that they wish for peaceful integration into life on Earth with the human race. They state that their home planet was destroyed 1 year ago in a deadly civil war and this is the first inhabitable land they have discovered. Their ship is running low on a certain fuel that could have only been retrieved from their home planet, so they have no choice but to settle here.  
  
After 5 years, only some people in your neighborhood are welcoming and friendly towards the Aliens. Some already have aliens that are legally part of their family. The government has enacted affirmative action policies to help the Aliens integrate into the working force, but an unintentional side effect has resulted in many humans being *replaced* by Aliens and are now out of work and struggling to make ends meet. Additionally, many humans are angered that the Aliens have disgusting eating habits, shed slimy biodegradable skin in public, and, because of their slow adaptation to larger amounts of sunlight compared to their previous life their home planet, they perspirate like a gym full adolescents in the summer time. Take the point of view of an Alien sympathizer and defend that point of view in a paragraph or a set of bullet notes, then take the point of view of an anti-integrationalist (anti-alien) and defend their point of view using one of those strategies. Keep in mind that this is not the time to write racial or ethnic slander about this species of people. Seriously consider the inner thoughts of both parties."  
  
***Day Two***  
  
(collect homework)  
  
**Hook Follow up:** Students will view a video/news story about the new mayor of Lewiston (2012) and some similarly questionable comments that he made. (5 mins)  
  
**Turn and Talk:** Question: "How does this story relate to the letter that we read yesterday? The homework? Why is it significant? What are some of the impacts?" or "how might non-human (animal) migration effect an environment or an environment's culture?" Students will take turns discussing their thoughts on one of these topics, then once the time is up, we will discuss as a class what everybody discussed in pairs. (15 mins)  
  
**Music:** ​ Students will be asked to think about examples of how migration has impacted the culture of the music we listen to today, as well as examples of how migration has impacted music in America across a vast time-line. Students will pair up and do a turn and talk to come up with as many examples as they can. (10 mins) Afterward they will do a quick write about this topic. Quick writes this time, however, will be done in the form of a blog entry and posted to the class wiki after for students to look back on later. (10 mins)  
  
**Comic Life:** Students will spend the rest of the class period using the technology and creating their comic life with their partner. Teacher will assist with technology and clarify any questions that come up. The rubric will be the tool that students use to guide their work during this time. It will be explained that tomorrow will only include 30 minutes of in class time to finish this up, so working on this at home or after school may be recommended depending upon how much progress you have made up to this point.  
  
**Exit Ticket:** Upload your unfinished product to the class wiki before leaving. The teacher will provide feedback on everything that has been completed so far and remind the students of what still needs to be done the following day.  
  
***Day******Three***

(Hand back homework from Day One with feedback and additional insight attached)

**Comic Life:** Students will take the first half of class to finish work on their products. If any students are already finished, find a partner who is also finished and conduct peer review during this time period. **(30 minutes)**  
  
**Gallery Walk:** Half of the students (presenters) will open up their comic and stand near it to answer any questions or receive feedback from their peers (viewers) (10 mins). Students will then switch roles so that the viewers become the presenters and vice versa (10 mins).  
  
**Skits:** During the last 30 minutes, class will be split into 4 or 5 groups (according to class size) and perform skits that show how cultural changes might come about through human-migration. If any time is left after this activity, there will be a class discussion about this project where each student has a turn to express one thing they learned.  
  
**Exit ticket: "**If you have not done so already, please tell me one thing you have learned from this project on your way out"  
  
**Content Notes**   
  
Students will understand that societal changes impact the physical and cultural environment so that they may make better policy decisions in the face of large-scale societal changes in the future that will help preserve our environment. Students will have practices this multiple times throughout the unit leading up to this point and will reinforce their understanding through completing the written homework, participating in class discussion, watching the hook video, and reading the letter from the Mayor of Lewiston. *Students understand the geography of the United States and various regions of the world and the effect of geographic influences on decisions about the present and future****.*** Since this lesson directly involves geography through the discussion of migration and cultural influences on policy decisions, this goal is satisfied within the content.  
  
**Where, Why, What, Hook Tailors: Verbal, Logical, Visual, Intrapersonal, Interpersonal, Existential**   
  
  
Students will know human migration, non-human migration, reasons for discrimination, reasons for anti-discrimination. Through participating in the three-minute review, turn and talk, quick write, and skit activities that encompass verbal, logical, kinesthetic, musical, and naturalist intelligences within its topic genres, all students will have internalized the message that this content offers.  
**Equip, Explore, Rethink, Tailors: Verbal, Logical, Musical, Kinesthetic, Intrapersonal, Interpersonal, Naturalist.**  
  
  
Students will be able to consider how refugees impact cultural changes in the environment they migrate to. Through observing a scenario that takes place right here in the State of Maine, which students have likely previously heard about in conversation or in the media at some point, they are able to connect the importance of understanding this concept to their own life. With the creation of the Comic Life, they are given multiple forms of self, peer, and teacher assessment in order to refine their product before the due date in order to accurately depict this concept. The rubric, the student sample, and the time provided for verbal peer and teacher feedback are all examples of this.  
  
**Explore, Experience, Revise, Refine, Tailors: Verbal, Visual, Interpersonal, Intrapersonal.**  
  
  
​The Comic Life evaluation appeals to MI's by allowing logical students to connect the major themes from the activities in the lesson to their product. Verbal types have the option of creating word bubbles to linguistically communicate their understanding as well. Visual learners are most obviously addressed in the fact that the Comic Life is mostly a visual expression of their thoughts. Through conducting self assessment, intrapersonal types will understand how to connect their product to the learning goals of the lesson and unit, and lastly, interpersonal types benefit from being able to communicate and collaborate with a partner during the creation of the product.  
**Evaluate, Tailors: Verbal/Linguistic, Logical, Visual, Intrapersonal, Interpersonal.**  
  
  
  
**human migration:** This is an enduring theme throughout this lesson and was introduced in previous lessons. Since we will be discussing it in depth during class activities, homework assignments, and in the product creation, students will have multiple opportunities to master this content.  
  
**non-human migration:** This is considered in one of the turn and talk activities during Day Two. This has added appeal for naturalists, and while it is not as important to the theme of this lesson, is important to be included as it will allow students to thing more divergently on future topics allowing for greater connections to ideas.  
  
**reasons for discrimination:** While this class does reinforce discrimination of any kind, it does teach an unbiased view of why people discriminate as well as how geography and human migration are tied into this topic. (see homework Day One).  
  
**reasons for anti-discrimination:** This is addressed in the homework prompt following Day One as well. Students will be able to create comparisons between the story about the Aliens from outer-space and the story about refugees coming to Lewiston that will provide them with empathy on behalf of the migrating people.  
  
  
  
**Handouts**  
Graphic organizer and rubric  
  
  
**Maine Common Core Teaching Standards for Initial Teacher Certification and Rationale**  
  
***Standard 1 – Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.***  
  
  
***Learning Styles***  
  
***Clipboard:*** ​  
Clipboards will benefit from the organized structure of the class as it will be clearly laid out at the beginning of each class. The rubric used to guide them on their path to creating their Comic Life will also be beneficial to them. Answers to most questions clipboard might have will be readily accessible on the class wiki, from their study buddy, or through communication with the teacher via e-mail if the other two options are unavailable.  
  
  
  
***Microscope:*** Microscopes will have the added benefit of observing a local case study (Lewiston) that allows them to dig deeper into the main theme and connect it to their own life here in the state of Maine. Through looking at the issue from multiple angles and having meaningful class discussions that allow microscopes to reveal their lens-view, they will internalize the content tremendously. The content in itself is entirely existential, which I happen to know first hand benefits microscope learning styles.  
  
  
***Puppy:*** Puppies are catered to very well in this lesson through allowing multiple times to answer any specific questions students may have. One-on-one time is offered throughout the course of the lesson during times whens students are working on their products. Allowing time for peer feedback and personal feedback from the teacher will all fortify the attitudes of the puppies in the room. Lastly, having open class discussions where it is reinforced that everybody gets a chance to share their unique thoughts will also be beneficial to this learning style.  
  
  
***Beach Ball:*** There are multiple times when students are able to choose their learning path through a given set of options. In the form of quick writes and class discussions, there are usually at least two different questions that students have the option to address that may appeal more to their given intelligence. The creation of the Comic Life in itself allows a seemingly infinite number of possibilities and paths for beach balls to take on their way to communicating their point of view on the content.  
  
  
***Rationale:*** This lesson has mass appeal to the multiple intelligences and learning styles allowing each student to understand that their individuality is recognized and respected in this classroom. When respect is given, respect will be returned, and a cooperative, safe, learning environment can be achieved.  
  
  
***Standard 6 -* *Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their on growth, to monitor learner progress, and to guide the teacher's and learner's decision making.***  
  
***Formative:***  
**Section I – checking for understanding during instruction**  
  
Through the three-minute review activity, the graphic organizer, and the quick write activities, multiple forms of formative assessment are included throughout this lesson.  
  
**Section II – timely feedback for products (self, peer, teacher)**  
During product creation, there are multiple opportunities for students both inside and outside of class to ask clarifying questions and recieve timely feedback from the teacher. During the creation of the product the teacher is available to assist and provide feedback. Following day two the exit ticket entails the the unfinished product be uploaded to the wiki so that the teacher can provide feedback for the entire class. Peer assessment is conducted throughout as students are working in pairs. Lastly, self assessment via rubric before the final product is turned in is a readily available option.  
  
  
***Summative:*** Summative assessment is drawn from the Comic Life which will include visual representations of the course content to ensure that all students have met the learning requirements for this lesson.  
  
  
***Rationale:*** By understanding the relationship between human migration, non-human migration, and the physical and cultural environments that are affected by these processes, students will better understand how to design and implement policy decisions that will effect us in the present and future.  
  
  
***Standard 7* - *Planning Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.***  
  
***Content Knowledge:***  
(See content notes)  
  
***MLR or CCSS:***  
Maine Learning Results  
Content Area: [Social Studies](https://edu221spring2013class.wikispaces.com/L3+Tyler+Brown)  
Standard: D. Geography  
Standard: D1 Geographic [[#|Knowledge]], concepts, themes, and patterns  
Grade Level Span: 9-Diploma  
Students understand the geography of the United States and various regions of the world and the effect of geographic influences on decisions about the present and future.  
  
***Facet:*** Empathy, Students will empathize with the impact that migration has on societies and the cultures within them.  
  
***Rationale:*** Students will be able to describe this after participating in this lesson that appeals to the many MI's and Learning Styles that are recognized and respected consistently in this classroom. In combination with that, multiple forms of practice will also provide students with the ability to describe the unfolding of such existential events. Lastly, by introducing a relative case study that occurs within the state that students are already familiar with, an increased sense of empathy is delivered as the content will likely connect to their own life in various ways.  
  
***Standard 8 -* *Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.***  
  
***MI Strategies:***  
**Verbal:** Open discussion of the topic will take place during the three-minute review, which will also be followed up by a class-wide discussion/reflection hosted by the teacher.  
**Logic:** The graphic organizer (5 W's) will allow logical learners to create a sequence or pattern in the events that are being discussed and analyzed.  
**Visual:** Creation of the comic life, and the graphic organizer will both appeal to visual learner-types.  
**Musical:** Part of the lesson (following the three-minute review) will be to think about examples of how migration has impacted the culture of the music we listen to today, as well as examples of how migration has impacted music in America across a vast time-line. Students will pair up and do a turn and talk to come up with as many examples as they can. Afterward the teacher will go around the room and have students share all of their examples and write them up on the board (projector+smartboard) and have the topics posted on the class wiki or Moodle site to be able to look back on.  
**Kinesthetic:** During the last 30 minutes of the third day, the class will be split into 2,3, or 4 groups (according to class size) and perform skits that show how cultural changes might come about through human-migration.  
**Intrapersonal:** Students will work independently on the quick-write and 5 W's chart to reflect on their understanding.  
**Interpersonal:** Students will work in groups during the skit, the three minute review, and the Comic life.  
**Naturalist:** At the end of the quick write, the teacher will have the students pause and ask them to think about how non-human migration might effect an environment or an environments culture. Students will then be able to perform a 2 minute quick write to answer that question.  
  
  
***Type II Technology:*** Comic Life allows students to present their knowledge through the use of interactive visual media.  
  
***Rationale:*** The use of this free online software offers a new and inventive way of describing a message that would not be possible without the technology.  
  
  
***NETS STANDARDS FOR TEACHERS***  
**1. Facilitates and Inspire Student Learning and Creativity. Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.**  
a. Promote, support, and model creative and innovative thinking and inventiveness  
  
b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources  
  
c. Promote student reflection using collaborative tools to reveal and clarify students’ conceptual understanding and thinking, planning, and creative processes  
  
d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments  
  
***Rationale:*** The teacher allows students to become the center of their own learning while in a fun, safe, and interactive learning environment. There are multiple opportunities for students to express themselves within the classroom and through the use of technology and virtual environments.  
  
**2. Design and Develop Digital Age Learning Experiences and Assessments. Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop knowledge, skills, and attitudes identified in the NETS-S.**  
a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity  
  
b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress  
  
c. Customize and personalize learning activities to address students’ diverse learning styles, working strategies, and abilities using digital tools and resources  
  
d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching  
  
***Rationale:*** The teacher provides opportunities for multiple forms of formative and summative assessment, some of which take place through technological communication. Students are also able to assess themselves via rubric that is available online.